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ABSTRACT

A process is illustrated for cooperative sharing by sending schools and vocational centers pertinent records and information concerning the strengths, weaknesses, learning styles, and special needs of students who are sent to vocational center programs. Need for a record exchange process is discussed, with particular attention given to the importance of prevocational information. The sequence of the record exchange process is outlined. Four forms that are elements of the record exchange process are then provided: the Prevocational Performance Record, the Prevocational Assessment Report, the Vocational Education Plan for the Individualized Education Program, and the Progress Report. (YLB)

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SECTION I
INTRODUCTION

INTRODUCTION

The development of a Records Exchange Process between sending schools and vocational centers is a major priority of the Vocational Investigation and Placement Project (VIP). Prior to this effort, little has been formally done in the way of cooperative sharing of pertinent records and information concerning the strengths, weaknesses, learning styles and special needs of students who are sent to vocational center programs. As a result, vocational personnel cannot benefit from the years of knowledge which has accumulated on the student throughout the sending school system.

It is for this reason that we have come up with a model which sending schools and vocational centers may wish to adopt or adapt to increase the specific knowledge shared about a student and, therefore, hopefully increase the student's chances of success in the program. The process as illustrated, is fully dependent on the complete coordination and follow-through on the part of the designated personnel at both the vocational center and the sending school. Both parties must be committed to the process in order for it to take place effectively.

SECTION II

NEED FOR

THE RECORD EXCHANGE PROCESS

THE RECORD EXCHANGE PROCESS

One reason for the lack of exchange of information that is relevant and important to a handicapped vocational education student in Maine, is the location where that education takes place. The concept of the regional vocational center is an excellent means for meeting the vocational training needs of our youth, but it leaves us with the problem of great distances between many centers and the sending schools. This makes communication a difficult task at the onset. Without being able to see the shop or know the vocational instructor, it becomes difficult for sending school personnel to know how to transfer knowledge that may benefit a student's instruction.

Since the inception of the vocational center concept, it has become steadily more apparent that there is a definite need for the sending school to establish formal and uniform procedures for gathering pertinent assessment information, communicating that information to the vocational instructor, and transferring it to the center. This information will give the vocational instructor a much greater understanding of how to teach and deal with a student through knowledge gained from the experiences of others and information as to the nature and severity of the student's problems. The intended result is a more appropriate and effective learning experience for the student.

At the onset of development of this Record Exchange Process, it seemed apparent that all of the information could be obtained quite easily in the cumulative and PET records folders. This was not the case; record folders generally contain basic health records, achievement and evaluation test results, grades, attendance records, and screening results. Although these are important records and many should be included in the records which are sent to the vocational school, they fall short of the kind of information that vocational personnel need. They need specific information regarding the student's career interests, manual abilities, learning abilities, work habits, motivation level and attitude, to name a few. This information can most effectively be gathered from pre-vocational experiences prior to entrance into vocational school. Therefore, the development and exchange of the documents bearing pre-vocational data have necessarily become the heart of this publication.

THE NEED FOR PRE-VOCATIONAL INFORMATION

Prior to a description of the records exchange process, it must be understood where the information to be contained in it is obtained -- from pre-vocational assessment programs and procedures such as career counselling, interest surveys, work samples evaluations, industrial arts, home economics and community based learning experiences.

People learn from their experiences; therefore, a person's current performance is a culmination of previous learning experiences. For those individuals who perform well, past history may not be too revealing or important. But for those who have difficulties in performance, or who have had limited experiences, past history becomes extremely important in understanding the individual and in assisting that person to identify their needs. Such information is helpful in identifying individual strengths, weaknesses, assets, and interests. It should also be remembered that any single, limited period of pre-vocational assessment is only a small sample of an individual's overall behavior and performance. Depending on the skills of the evaluator, the results of a single assessment may be extremely accurate or extremely misleading. Therefore, new or additional assessment results, when compared with previously obtained information, are likely to yield a more comprehensive picture of a student than that produced from only a single assessment experience.

SECTION III

THE RECORD EXCHANGE PROCESS

SEQUENCE OF THE RECORD EXCHANGE PROCESS

1. Counsellor begins career counselling and interest testing to develop a pre-vocational assessment plan.
- 2.. Student enrolls in pre-vocational programs (work samples, evaluation, industrial arts, home economics, community based learning, etc.)
3. Pre-vocational instructor records student's performance on Form "A" - Pre-vocational Performance Record (Page 11.)
4. Special education coordinator summarizes the observations of all pre-vocational performance records filled out for each student on Form "B" - The Pre-vocational Assessment Report (Page 24.)
5. Special education coordinator sends a copy of Form "B" to all persons to attend the PET of a student being considered for vocational placement. Form "B" should be sent with the notice of the PET.
6. Vocational instructor or representative and other PET members attend, having been briefed on student's pre-vocational experiences and vocational potential by Form "B" (Page 24.)
7. Vocational IEP is developed cooperatively by PET members. Form "C" (Page 29.)
8. Vocational IEP is implemented as agreed by vocational instructor.
9. Vocational instructor returns a Progress Report after one month (sooner if necessary), regarding the student's progress. Form "D" (Page 32.)

SECTION IV
FORM "A"
PRE-VOCATIONAL PERFORMANCE RECORD

Pre-Vocational Performance Record

Comparison of records completed on students having participated in two or more pre-vocational programs (such as work samples, industrial arts, community based learning, home economics, etc.), should reveal areas of strength as well as areas where remediation or special instruction may be needed.

The Pre-vocational Performance Record should be completed for each student participating in a pre-vocational program, (industrial arts, home economics, community based learning, work samples, etc.). The form may be filled out more than once during an industrial arts course, for example, providing a view of any progress the student may have made during the course. This form will become the first element of the Record Exchange Process.

PRE-VOCATIONAL PERFORMANCE RECORD
BONNY EAGLE HIGH SCHOOL
WEST BUXTON, MAINE 04093

FORM "A"

Name: _____ Referred by: _____

Age: _____ Grade: _____ Dates Attended: _____

Evaluator: _____ Supervisor: _____

This performance record is designed to:

1. Measure the vocational competency or readiness of persons desiring to obtain work and/or enroll in vocational or technical programs.
2. Assess disabilities or deficiencies affecting employability.

This scale is not applicable to individuals with severe hearing, visual, or motor impairments.

Each individual is to be rated at the level at which they characteristically perform at present.

DIRECTIONS:

Each item in the performance record contains five options or choices. The items, or worker trait variables, are rated on the following five-point scale, indicating demonstrated behaviors and performances which:

1. Are unacceptable even in a highly structured, supportive, noncompetitive work-setting with little present evidence or indication that improvement can be achieved.
2. Are below the level of a highly structured, supportive, noncompetitive work-setting. However, ability to function within such a work-setting may be possible with continued support.
3. Are satisfactory in a highly structured, supportive, noncompetitive work-setting.
4. Indicate the potential to achieve or approach the criteria for vocational training or competitive employment.
5. Commensurate with standards of a worker in competitive industry, or a good candidate for vocational training.

I	LEARNING AND COMPREHENSION
II	MANIPULATIVE AND PERCEPTUAL SKILLS
III	MOTIVATION
IV	WORK HABITS
V	PERSONAL ATTITUDES
VI	INTERPERSONAL RELATIONSHIPS

A numerical score for each of the six worker trait categories is obtained by adding the numbers that have been circled. Totals are divided by the number of variables to arrive at an average score. (Use the five-point scale to interpret this score).

Work Samples Completed:

Comments and
Recommendations:

I. LEARNING AND COMPREHENSION

TOTAL _____

- A. Ability to follow instructions: Is able to understand how a task is to be done and is able to bring each step in the task to completion:
1. without success, regardless of how directions are given
 2. but continually requires an actual demonstration or explanation by someone
 3. with the assistance of a tape recording and a film strip, but cannot do so when instructions are written or diagrammed.
 4. when instructions are written or diagrammed with occasional support
 5. when instructions are written or diagrammed
- B. Speed of Learning: Seems to grasp instructions and principles involved in the various work tasks
1. extremely slow, and very little improvement over time
 2. very slowly, but seems to make a real effort to increase learning speed
 3. in a moderate amount of time provided he/she has frequent assistance
 4. quickly - requiring only occasional assistance
 5. as quickly as most people, and rarely requires assistance
- C. Attention Span:
1. is unable to attend to the simplest work routine and is so distractable that the slightest interruption will interfere with his/her train of thought
 2. is very distractable and cannot concentrate on the task at hand, but seems to be making an effort to do so
 3. had difficulty concentrating on each task at hand, but with assistance is able to work without interruption for limited periods of time
 4. is usually able to concentrate on work being done for relatively long periods of time, but is occasionally distracted from such work
 5. has no trouble maintaining sufficient concentration on any given task for long periods of time despite distractions that may exist
- D. Organization of Work and Planning Ability: When a systematic approach to a task or a logical sequence or arrangement of steps in completing a particular task are required, or can greatly enhance one's performance in completing a particular job, he/she
1. seems completely unable to establish an orderly

- approach to the task and seems unable to improve beyond a haphazard trial-and-error method of work
2. seems unable to establish an orderly approach to the task, but may make improvements with constant assistance
 3. is able to bring some order to the job at hand, but requires constant assistance to do so
 4. requires little or no assistance in establishing order or planning-out any given task
 5. is usually able to establish a system of order, and requires only occasional assistance

E. Ability to Measure:

1. does not have the ability to make even gross measurements with a ruler
2. is not able to make measurements, but is able to recognize whole numbers and may be able to learn with remediation
3. is able to make measurements in fractions of an inch, but needs constant assistance and may make frequent errors
4. is able to make measurements in fractions of an inch, and needs occasional checks
5. consistently makes measurements as accurate as 1/16th of an inch without any assistance

F. Numerical Ability:

1. cannot perform basic math operations such as addition and subtraction
2. is able to perform basic math operations such as addition and subtraction with constant assistance
3. is able to perform basic math operations such as addition and subtraction, but cannot perform more complex operations such as multiplication and division
4. is able to perform math operations such as multiplication and division with occasional assistance
5. is able to perform almost all math operations including percentages and fractions

II. MANIPULATIVE AND PERCEPTUAL SKILLS

TOTAL _____

A. Gross Dexterity: In manipulating objects and tools, such as hammer, chisel, saw, wrench and riveting gun

1. does not have the control necessary for adequate handling of objects and does not seem capable of improving
2. has a great deal of trouble with hand movements, but makes an effort to improve

3. is able to control hand movements moderately well with frequent assistance
 4. is able to use hands well, and requires only occasional support
 5. is able to control hands quickly and accurately and requires no help in doing so
- B. Fine Dexterity: In manipulating small objects such as tweezers, bolts, screws, rivets, washers, scribes, compasses, small pipe nipples and elbows
1. has so little control of finger movements that grasping, pinching, rotating, or holding onto such objects does not seem possible -- nor capable of improvement
 2. has a great deal of trouble in coordinating finger movements yet seems to make an effort doing so
 3. is able to coordinate finger movements moderately well with frequent assistance from the evaluator
 4. is able to coordinate finger movements effectively and requires only occasional assistance
 5. is able to make very coordinated finger movements quickly and accurately without assistance
- C. Eye-Hand Coordination: In performing operations such as soldering wire or tubing, wrapping electrical tape, or making an exact cut along a line on a piece of sheet metal or wood with a pair of tin snips, or a coping saw; he/she is able to coordinate hand movements in accordance with visual perception
1. so poorly that improvement does not seem possible
 2. with great difficulty, yet seems to make an effort to improve
 3. moderately well, but requires only occasional assistance
 4. effectively enough, but requires only occasional assistance
 5. with ease and accuracy
- D. Size Discrimination: When asked to fit various sized nuts to bolts,
1. is not able to find the matching bolt for any sized nut picked up and does not seem able to make any improvement over repeated trials
 2. does not seem able to find the matching bolt for nuts picked up, but demonstrates ability and desire to improve

3. has great difficulty in finding the right bolt for each nut, succeeding only after a great deal of random trials and errors, yet improvements are made with several trials
4. has some difficulty in finding the appropriate bolt for each nut at first, but improves quickly
5. has no difficulty in finding the right bolt for each nut and does so quickly and accurately

III. MOTIVATION

TOTAL _____

- A. Motivation: Actively pursues a given goal
 1. hardly ever, either failing to understand the desired goal, aggressively opposing the goal, or ignoring it
 2. with behaviors similar to persons with a rating of "1", but makes an effort to improve
 3. only when closely supervised or given constant support
 4. usually with only minimal support
 5. nearly always, expressing enthusiasm
- B. Utilization of Energy: Channels energies into productive work or endeavors
 1. seldom, preferring idleness, unrelated conversation or other activities
 2. with behaviors similar to persons with a rating of "1", but makes an effort to improve
 3. only when closely supervised or given constant support
 4. usually with only minimal supervision
 5. nearly always
- C. Speed: Performs the operations necessary to complete the job task
 1. extremely slowly and shows little possibility of improvement
 2. extremely slowly, but makes an effort to improve
 3. at an acceptable rate, but requires constant supervision to maintain the pace
 4. quickly, with minimal supervision
 5. quickly, maintaining a consistent pace
- D. Persistence: Ability to maintain a sustained effort despite obstacles
 1. gives up easily, frequently stops working at the slightest disruption
 2. gives up easily, causing a substantial slow-down in the work, but makes an effort to control behavior

3. occasionally gives up, not fully sustaining the work effort, and periodically stops working before completing the task
4. occasionally gives up, but requires only minimal support
5. rarely gives up, continues to exert effort toward completion of work task despite annoyance and disruption in the work environment

E. Care in Handling: When working with tools and materials, he/she

1. constantly slams, bangs or abuses articles, uses such carelessness and force that articles are bent, broken or otherwise damaged
2. rushes through tasks, uses tools hastily or improperly, or makes unnecessary noise
3. handles tools at least adequately in a highly structured or closely supervised environment
4. exercises great care in operating manual and power equipment, with only occasional support
5. exercises great care in operating manual and power equipment and utilizes all materials in a methodical way

F. Craftsmanship (Quality): When assembling, forming or shaping a piece of work that requires thought and skill applied to a series of steps or operations

1. is consistently inaccurate, careless and usually makes many mistakes
2. is generally inaccurate, but makes an effort to improve
3. is occasionally careless, but able to maintain a moderate level of quality with supervision
4. is usually accurate if provided minimal supervision
5. works in a consistently accurate manner

IV. WORK HABITS

A. Seeks Assistance: Requests assistance

1. at inappropriate times - e.g.: as a tactic to seek attention or delay completion of a job task, may not seek assistance even after obvious mistakes have been made
2. following behaviors similar to a person with a rating of "1", but makes an effort to improve

3. often after mistakes are made due to poor understanding of instructions
 4. before any instructions have been properly scrutinized
 5. before the task is begun and difficulty in understanding instructions is encountered
- B. Requests Materials: When supplies are insufficient to finish a task
1. quits work and leaves, as if finished
 2. sits and remains idle until approached
 3. notifies the evaluator only when specifically instructed to do so, but expects someone to bring materials
 4. notifies the evaluator that materials are needed, then waits for someone to bring them
 5. asks location of materials and gets them
- C. Corrects Errors: When an error occurs or material is spoiled, attempts to correct the error or use new material
1. hardly ever, either demanding that the evaluator correct the error, demanding termination of the particular job task, or ceases work entirely
 2. following behaviors similar to a person with rating of "1", but makes an effort to improve
 3. to continue the job task, but only with constant support or close supervision
 4. to continue the job task to completion, occasionally needing assistance
 5. to continue the job task to completion
- D. Follows Safety Procedures:
1. consistently ignores or does not follow safety instructions and procedures
 2. same behaviors as person with rating of "1", but makes an effort to improve
 3. follows safety procedures only with constant support or close supervision
 4. usually follows safety procedures with only occasional support
 5. can always be depended upon to follow safety instructions and procedures

V. PERSONAL ATTITUDES

TOTAL _____

- A. Self-image as a Worker:
1. perceives self as inadequate, lacks confidence, downgrades performance, expects to fail
 2. perceives self and work as inadequate, but makes an effort to change

3. does not fully perceive self as a competitive worker, but when given constant supervisory support, tries all tasks and has some hope of succeeding
 4. often sees self as a competitive worker, has some confidence in ability to handle work problems
 5. can handle most work problems with no supervision, confident in approaches chosen to solve problems
- B. Work Attitude: Feelings toward work:
1. consistently sees no reason to be engaged in acceptable employment, may be hostile, uncooperative, passive-aggressive, and refuses to try to modify work behavior
 2. poor attitude, but makes an effort to change when made aware of negativeness
 3. although not committed to the job, will, with supervisory attention, sufficiently control negative feelings to function in a marginally acceptable manner
 4. generally committed to doing what is right on the job, usually dependable and willing to get the job done, and requires only minimal supervision
 5. approaches work with enthusiasm
- C. Frustration Tolerance: Ability to maintain self-control and to cope with the anxieties and annoyances which arise in a work setting
1. is easily upset, allowing the slightest annoyance or failure to irritate and cause work to stop completely, lacks self control
 2. is easily upset, causing a decrease in productivity, but makes some effort to control behavior
 3. is occasionally upset, allowing frustrating circumstances to interfere with work behavior and performance, will function only with considerable structure and supervisory support
 4. is occasionally upset, but employable with minimal support
 5. is rarely upset, in good control of behavior, and accepts difficulty and disappointment without disrupting work behavior or performance
- D. Amount of Supervision Required:
1. needs constant prodding to start or continue work, will frequently avoid starting a task while engaging in appropriate activity. Is unable to make the simplest decision alone

2. same behavior as persons rated "1", but makes effort to change
3. has some understanding of the role of the evaluator, but will only accept and respond to his/her demands when closely supervised
4. accepts the demands of the evaluator and behaves appropriately in his/her absence
5. respects the authority of the evaluator and is comfortable in presence

C. Specifying What is Unclear:

1. indicates lack of understanding only after task has been initiated
2. behavior similar to person with rating of "1", but shows improvement with continued support
3. indicates a problem or lack of understanding before attempting a task, but does not specify details
4. indicates in general terms what is unclear before beginning a task
5. indicates specifically what is unclear before attempting a task

D. Ability to Express Oneself:

1. misuses words and cannot express thoughts and feelings clearly and meaningfully, is not at this time likely to profit from remediation or counselling
2. has difficulty expressing thoughts, but improvement is possible through remediation
3. expresses thoughts meaningfully, but not with clarity, vocabulary may be limited, speech patterns immature, has difficulty expressing thoughts with fluency
4. expresses thoughts clearly and meaningfully
5. expresses thoughts effectively with conciseness and coherence, and usually with good language usage

E. Accepts Suggestions:

1. unable to accept unbiased examinations of behavior or performance, tends to deny errors or rationalizes by projecting poor performance on work materials, tools, peers or evaluator
2. has difficulty accepting supervisory judgments, but exhibits some potential for change
3. has difficulty accepting constructive criticism, and requires special handling from evaluator
4. generally able to handle criticism and use it to effect some positive change, such a participant requires only minimum supervision
5. accepts criticism and makes use of it readily and agreeably to effect positive change

SECTION V
FORM "B"
PRE-VOCATIONAL
ASSESSMENT REPORT

The next component of the Records Exchange Process is the Pre-vocational Assessment Report. The report provides a format for the summary of the information gained through the pre-vocational assessment procedures provided for a handicapped student. The report should be developed primarily by the Special Education Coordinator responsible for the educational planning of the student concerned. Instructors of pre-vocational programs will provide information to the Special Education Coordinator through the Pre-vocational Performance Record (Form "A" - Page 11), to then be summarized and recorded on page two of the Assessment Report (Form "B" - Page 25). On the third page of the Form "B" (Page 26), the results of the Assessments are used to determine vocational strengths, interests, remediation needs, and skills potential for use in forming the vocational education portion of the IEP. The more pre-vocational assessment procedures a student has been provided, the more comprehensive a report can be developed.

This report should be provided to all PET members in advance of the PET meeting (perhaps with the formal notice of the meeting). This will allow all present to have some basic background regarding the students' vocational skills level and potential.

PRE-VOCATIONAL ASSESSMENT REPORT

FORM "B"

NAME: (Student) _____

AGE: _____ SCHOOL: _____

HANDICAPPING CONDITION: _____

GRADE: _____

Summary of medical, psychological, educational, social
evaluation data pertaining to student. (Guidance)

Results of Vocational/Career Counseling and Interest Surveys
(Guidance Information System, Self Directed Search, Strong
Campbell, etc.) (Guidance)

Work Experience

Indicated Interests

Career Goals

Readiness for Assessment

FORM "B" continued:

PRE-VOCATIONAL PERFORMANCE RATING

Pre-Vocational Program(s) _____

Performance Ratings Summaries:

- I. Learning and Comprehension
- II. Manipulative and Perceptual Skills
- III. Motivation
- IV. Work Habits
- V. Personal Attitudes
- VI. Interpersonal Relationships

FORM "B" Continued

Vocational Aptitude Strengths

Vocational Interests

Remediation needed to teach vocational goal (i.e.: Measuring, reading, math, etc.)

Vocational skills potential

Physical, modification, support services

Follow-up recommendations

SECTION VI
FORM "C"
VOCATIONAL EDUCATION
PLAN FOR THE I.E.P.
FORM "D"
PROGRESS REPORT

All of the assessment information gathered is now utilized to develop the Vocational Education Plan for the IEP (Page 29).

The vocational educator should be present at all PET sessions held for students who wish to enroll in vocational education to assist with vocational education components of the IEP. The vocational instructor should gather data on all handicapped students during the year to present at the annual IEP review session and to be ready to use this data to make recommendations for changes in the IEP as necessary. Vocational educators should also provide information to the PET to insure that handicapped students receive appropriate preparation for later participation in vocational education. Form "D" (Page 32), is attached to the end of the vocational IEP for the vocational instructor to note student progress.

The completed IEP on each student is then sent to the Vocational Center with the Assessment Report attached. The vocational instructor should report after one month, using Form "D" (Page 32). Additional reports should be returned before any IEP review.

VOCATIONAL EDUCATION PLAN FOR THE IEP

FORM "C"

Name of Student _____ Age _____ School _____

Year in School _____ School Contact Person _____

Handicapping Condition _____

Vocational Program _____

Vocational Instructor _____

Test Results: Achievement _____
 Reading _____
 Math _____

Student has participated in the following Pre-Vocational
Programs:

	DESCRIPTION:
_____ Career Counselling	_____
_____ Work Samples Evaluation	_____
_____ Industrial Arts	_____
_____ Home Economics	_____
_____ Vocational Course Try Out	_____
_____ Other	_____

Special Health Conditions:

FORM "C" continued

RECOMMENDED PROGRAM:

Annual Goals;

Short Term Goals:

Objectives:

Form "C" continued

RECOMMENDED INSTRUCTIONAL PLAN:

Schedule:

Instruction Strategies:

Instructional Media and Materials:

Evaluation Methods:

Implementation Plan: (who, what, when, how)

FORM "D"

PROGRESS REPORT

Comments by Vocational Instructor:

Recommendations Based on Screening:

Successes:

Difficulties:

Recommendations to PET review - Changes or Additions

How could students be better prepared for this course?

SECTION VII

SUMMARY

The main emphasis in presenting this record exchange process has been the necessity for extensive pre-vocational experiences and data, prior to the development of an IEP for a handicapped student in vocational education. Without this information there can be very little indication of potential success, and very little can be done in the way of forming instructional strategies if the student has not performed in a somewhat similar nature prior to consideration for vocational education.

The success of the process is dependent on the care with which it is carried out, and the full participation of all parties involved. It is necessary that all pre-vocational and vocational instructors who have been, or will be involved with the student, participate in the preparation of the vocational IEP. This insures that it is appropriate for the student, and once written, will be understood by the vocational instructor who must use it.